

Barnwell 19 School District

297 Pascallas Street
Blackville, S.C. 29817

Grades	PK-12 District	
Enrollment	840 Students	
Superintendent	Dr. Teresa L. Pope	803-284-5605
Board Chair	Mr. Steve McCormack	803-284-0215

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent*
2009	At-Risk	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	Below Average	At-Risk

* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

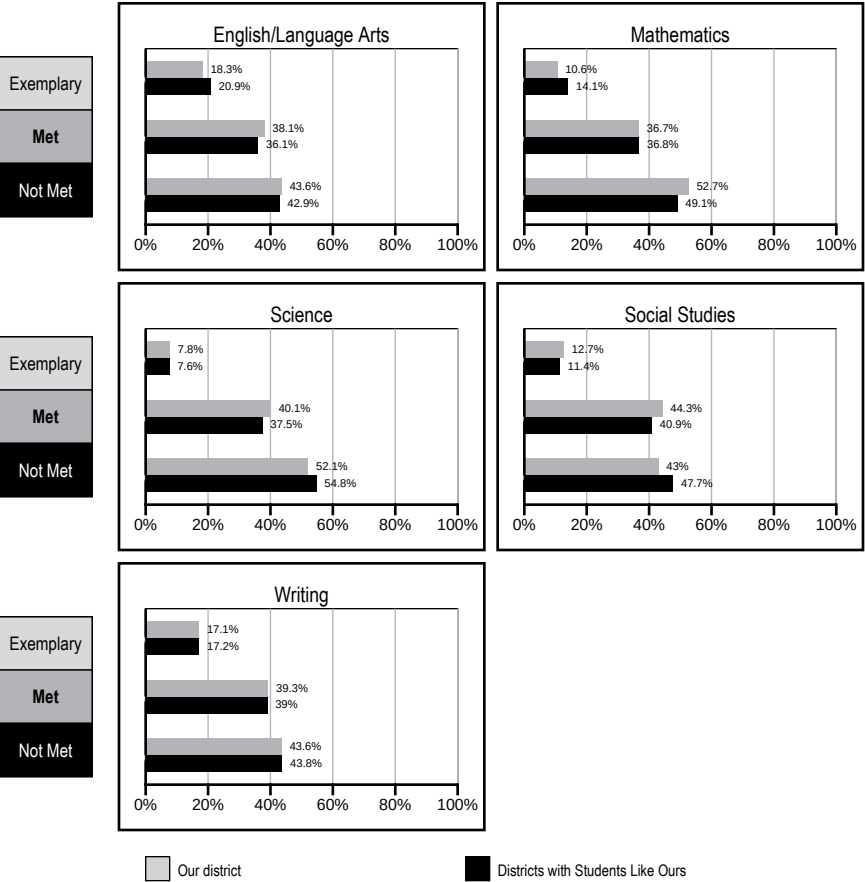
97.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	8	5

* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	62.9%	67.6%	71.7%	70.8%	61.6%	63.5%
Passed one subtest	18.6%	26.8%	18.9%	15.3%	20.1%	17.2%
Passed no subtests	18.6%	5.6%	9.4%	14.0%	18.4%	19.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	78.2%	62.6%
English 1	50.8%	54.3%
Physical Science	33.3%	36.5%
US History and the Constitution	26.3%	22.4%
All Subjects	43.6%	44.3%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=840)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	2.9%	Down from 5.8%	3.2%	2.3%
Attendance rate	95.4%	Down from 95.7%	95.4%	95.8%
Eligible for gifted and talented	6.8%	Up from 4.8%	5.5%	14.3%
With disabilities other than speech	9.8%	Down from 11.6%	10.5%	10.5%
Older than usual for grade	6.6%	Down from 8.1%	6.1%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Down from 3.4%	0.9%	0.7%
Enrolled in AP/IB programs	7.2%	Down from 7.7%	7.2%	12.1%
Successful on AP/IB exams	N/A	N/A	38.1%	50.0%
Eligible for LIFE Scholarship	35.3%	Down from 35.7%	27.8%	31.4%
Enrolled in adult education GED or diploma programs	1	Down from 3	38	47
Completions in adult education GED or diploma programs	0	Down from 1	10	29
Annual dropout rate	1.2%	Down from 7.9%	2.3%	3.1%
Teachers (n=64)				
Teachers with advanced degrees	48.4%	Down from 50.0%	55.6%	58.8%
Continuing contract teachers	85.9%	Up from 75.0%	68.2%	81.5%
Teachers with emergency or provisional certificates	10.5%	Up from 8.5%	12.9%	4.0%
Teachers returning from previous year	85.2%	Up from 83.2%	82.6%	89.3%
Teacher attendance rate	95.4%	Up from 94.9%	94.9%	95.3%
Average teacher salary*	\$40,540	Down 2.6%	\$44,039	\$46,618
Vacancies for more than nine weeks	1.6%	No Change	1.5%	0.2%
Professional development days/teacher	11.2 days	Down from 14.3 days	11.6 days	12.6 days
District				
Superintendent's years at district	4.0	Up from 3.0	1.5	3.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 18.0 to 1	19.4 to 1	20.9 to 1
Prime instructional time	89.2%	No Change	89.2%	89.9%
Dollars spent per pupil**	\$12,263	Up 10.1%	\$11,466	\$9,364
Percent of expenditures for teacher salaries**	45.0%	Down from 45.4%	47.8%	53.3%
Percent of expenditures for instruction**	52.3%	Down from 59.4%	51.5%	56.3%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
Number of schools	3	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	3.4%	2.4%
Average age in years of school facilities	34 Years	Up from 33 Years	33 Years	27 Years
Number of schools with SACS accreditation	3.0	No Change	4.0	8.0
Parents attending conferences	97.9%	Down from 100.0%	96.7%	97.1%
Average administrator salary	\$68,865	No Change	\$74,796	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	58	86.2%	289	43.6%	70	68.6%	N/A
Gender							
Male	31	80.6%	149	41.6%	37	62.2%	N/A
Female	27	92.6%	140	45.7%	33	75.8%	N/A
Racial/Ethnic Group							
White	10	90.0%	65	56.9%	14	57.1%	N/A
African American	48	85.4%	223	39.5%	56	71.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	14	64.3%	38	10.5%	16	50.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	49	83.7%	250	41.6%	60	66.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	86.2%	85.1%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	63	70	188	195
Number of Graduates in Cohort	34	48	133	137
Rate	54.0%	68.6%	71.1%	72.1%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total		
	2009	2010	2009	2010	2009	2010	2009	2010	
District	438	360	437	427	421	384	1296	1171	
State	482	482	496	496	467	465	1445	1443	
Nation	496	498	510	511	487	488	1493	1497	
ACT	English		Math		Reading		Science		Total
	2009	2010	2009	2010	2009	2010	2009	2010	
District	15.0	12.8	16.9	16.4	16.1	14.8	17.6	16.6	15.3
State	18.9	18.8	19.9	20.0	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	5 trustees elected to at-large seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	21.4 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The 2009-2010 school year was a test of our perseverance, dedication, and determination. Despite the budget cuts and challenges, we remained focused on student achievement and found ways to do more with less. Our goals for 2009-2010 provided direction and led us to successful outcomes. The six goals included: Academic Achievement; Teacher Retention, Recruitment, and Advancement; Technology to support instruction; Facility Improvement; Parental Involvement; and Financial Accountability.

The academic performance of our students continues to be our major emphasis each year. We saw progress at Macedonia Elementary, with gains leading to the school making adequate yearly progress (AYP). Blackville-Hilda Junior High improved in their report card rating last year, and new initiatives at Blackville-Hilda High School, such as the Freshman Academy, were put in place to ensure success for students as they make the adjustment to high school.

Mentors for new teachers and professional development for all staff helped in our efforts to retain new teachers and provide relevant training for our employees. We were proud to have 98.6% of our teachers highly qualified. An additional E2T2 Grant (Enhancing Education through Technology) provided an additional technology coach and increased the grade span of laptops for students.

Our five-year facility plan has been in place for two years, but already most of the projects are complete. We pride ourselves in our well-maintained, safe, neat, and structurally sound facilities. We know that students learn best in an environment with these qualities.

Parental Involvement is a critical component to student success. We use many tools of communication to inform parents of events and conduct many parent meetings and conferences throughout the year. An AlertNow phone-message system and a website with WebPages for each school were added and continue to be used along with newsletters, as well as the school and district marquee, to remind parents of programs and activities.

Financial accountability has always been important but it is even more so during this year of budget cuts and limited resources. We met our goal of accountability by carefully managing our funds, accurately reporting expenditures, and ensuring that our students' needs were considered first and foremost.

We strive for excellence and each year we assess our strengths and weaknesses while working together as a team to promote our number one goal of academic achievement. We applaud the efforts of our team – all stakeholders of Blackville-Hilda Public Schools. We look forward to continuous growth and progress.

Sincerely,
Teresa L. Pope, Ph.D., Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Continuing District Improvement

The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Barnwell 19 School District consists of 3 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	347	99.1	44.1	38	17.9	71.4	83.5	Yes	Yes
Gender									
Male	178	98.9	50.9	33.3	15.8	66.7	80.1	N/A	N/A
Female	169	99.4	36.7	43	20.3	76.6	87	N/A	N/A
Racial/Ethnic Group									
White	81	100	37.2	35.9	26.9	78.2	89.6	Yes	Yes
African American	256	98.8	46.9	37.8	15.4	68.5	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	45	93.3	81.4	16.3	2.3	34.9	51.7	No	Yes
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	7	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	318	99.4	46.2	37.5	16.3	70.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	347	99.7	52.9	36.5	10.6	62.3	80.4	Yes	Yes
Gender									
Male	178	99.4	52	38	9.9	61.4	78.4	N/A	N/A
Female	169	100	53.8	34.8	11.4	63.3	82.5	N/A	N/A
Racial/Ethnic Group									
White	81	100	46.2	34.6	19.2	62.8	87.8	Yes	Yes
African American	256	99.6	56.4	36.1	7.5	60.6	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	45	97.8	88.4	11.6	0	16.3	46.1	No	Yes
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	7	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	318	100	55.1	35.5	9.3	60.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	227	99.6	52.1	40	7.9	47.9	67.3
Gender							
Male	114	99.1	56.5	33.3	10.2	43.5	66.9
Female	113	100	47.7	46.7	5.6	52.3	67.7
Racial/Ethnic Group							
White	55	100	44.2	38.5	17.3	55.8	79.6
African American	166	99.4	54.1	41.4	4.5	45.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	29	96.6	89.3	10.7	0	10.7	33.8
Migrant Status							
Migrant	3	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	5	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status							
Subsidized meals	211	99.5	51.8	41.2	7	48.2	55.4

Social Studies

All Students	231	100	42.7	44.5	12.7	57.3	70.9
Gender							
Male	118	100	42.2	40.5	17.2	57.8	70.1
Female	113	100	43.3	49	7.7	56.7	71.7
Racial/Ethnic Group							
White	46	100	50	31.8	18.2	50	79.2
African American	180	100	40.9	48.5	10.5	59.1	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	25	100	79.2	16.7	4.2	20.8	39.3
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	3	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status							
Subsidized meals	213	100	45.5	44.6	9.9	54.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	344	99.4	43.4	39.4	17.1	56.6	72.1	95.5	96.3
Gender									
Male	176	98.9	49.1	34.9	16	50.9	65.2	95.4	96.2
Female	168	100	37.3	44.3	18.4	62.7	79.2	95.6	96.4
Racial/Ethnic Group									
White	80	100	37.2	35.9	26.9	62.8	80.8	94.2	96.1
African American	254	99.2	46.9	39.3	13.8	53.1	59.7	95.8	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87	97.9	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	64.6	96.1	96.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	73.4	92.2	95
Disability Status									
Disabled	48	97.9	95.6	4.4	0	4.4	27.7	94.4	95.4
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	63.5	97.2	96
Limited English Proficient									
Limited English	7	I/S	I/S	I/S	I/S	I/S	63.7	96.2	97
Socio-Economic Status									
Subsidized meals	315	99.7	45.8	39.8	14.4	54.2	61.9	95.5	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	55	100	40.7	38.9	20.4	59.3
	4	53	100	36.5	42.3	21.2	63.5
	5	67	100	50	29.7	20.3	50
	6	52	100	44	48	8	56
	7	58	100	55.6	31.5	13	44.4
	8	60	100	43.9	47.4	8.8	56.1
2010	3	62	98.4	23.3	38.3	38.3	76.7
	4	57	98.3	46.3	37	16.7	53.7
	5	52	98.1	42.9	49	8.2	57.1
	6	66	100	50	37.1	12.9	50
	7	55	100	43.4	43.4	13.2	56.6
	8	55	100	60.8	23.5	15.7	39.2
Mathematics							
2009	3	55	98.2	62.3	34	3.8	37.7
	4	53	100	38.5	48.1	13.5	61.5
	5	67	100	57.8	34.4	7.8	42.2
	6	52	100	36	56	8	64
	7	58	100	50	40.7	9.3	50
	8	60	100	70.2	28.1	1.8	29.8
2010	3	62	100	53.3	30	16.7	46.7
	4	57	100	38.9	50	11.1	61.1
	5	52	98.1	59.2	28.6	12.2	40.8
	6	66	100	45.2	45.2	9.7	54.8
	7	55	100	60.4	37.7	1.9	39.6
	8	55	100	62.7	25.5	11.8	37.3
Science							
2009	3	26	100	69.2	26.9	3.8	30.8
	4	53	100	53.8	42.3	3.8	46.2
	5	33	100	69.7	30.3	0	30.3
	6	27	100	61.5	38.5	0	38.5
	7	58	100	51.9	38.9	9.3	48.1
	8	28	100	63	33.3	3.7	37
2010	3	30	100	56.7	20	23.3	43.3
	4	57	100	44.4	50	5.6	55.6
	5	26	100	45.8	37.5	16.7	54.2
	6	32	96.9	72.4	24.1	3.4	27.6
	7	55	100	50.9	47.2	1.9	49.1
	8	27	100	48	48	4	52

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	29	100	35.7	50	14.3	64.3
	4	52	100	39.2	51	9.8	60.8
	5	34	97.1	46.7	40	13.3	53.3
	6	25	100	25	70.8	4.2	75
	7	58	100	53.7	24.1	22.2	46.3
	8	32	100	50	40	10	50
2010	3	32	100	20	60	20	80
	4	57	100	42.6	53.7	3.7	57.4
	5	25	100	48	44	8	52
	6	34	100	25	56.3	18.8	75
	7	55	100	54.7	32.1	13.2	45.3
	8	28	100	61.5	19.2	19.2	38.5
Writing							
2009	3	55	100	61.1	20.4	18.5	38.9
	4	53	98.1	52.9	29.4	17.6	47.1
	5	67	100	50	37.5	12.5	50
	6	53	100	40.4	48.1	11.5	59.6
	7	59	100	40	36.4	23.6	60
	8	60	98.3	43.9	42.1	14	56.1
2010	3	61	98.4	28.8	33.9	37.3	71.2
	4	57	100	48.1	40.7	11.1	51.9
	5	52	98.1	53.1	24.5	22.4	46.9
	6	65	100	49.2	42.6	8.2	50.8
	7	54	100	34	58.5	7.5	66
	8	55	100	49	35.3	15.7	51

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	53	100	18.4	55.1	14.3	12.2	36.7	65.9	No	Yes
Male	20	100	10.5	68.4	21.1	0	31.6	60.8	N/A	N/A
Female	33	100	23.3	46.7	10	20	40	71	N/A	N/A
White	11	100	27.3	18.2	36.4	18.2	54.5	77.5	I/S	I/S
African American	40	100	16.2	64.9	8.1	10.8	32.4	49.7	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	21.3	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	44	100	19.5	61	9.8	9.8	29.3	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	53	100	18.4	53.1	20.4	8.2	44.9	62.3	No	Yes
Male	20	100	21.1	57.9	21.1	0	57.9	61.7	N/A	N/A
Female	33	100	16.7	50	20	13.3	36.7	63	N/A	N/A
White	11	100	27.3	36.4	18.2	18.2	54.5	75	I/S	I/S
African American	40	100	16.2	56.8	21.6	5.4	40.5	44	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	22.1	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	44	100	22	53.7	19.5	4.9	36.6	48.1	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	53	98.1	92.3	5.8	1.9	N/A	N/A	N/A	N/A	N/A
Male	20	95.0	89.5	5.3	5.3	N/A	N/A	N/A	N/A	N/A
Female	33	100.0	93.9	6.1	N/A	N/A	N/A	N/A	N/A	N/A
White	11	100.0	81.8	9.1	9.1	N/A	N/A	N/A	N/A	N/A
African American	40	97.5	94.9	5.1	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	44	100.0	95.5	4.5	N/A	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	72	98.6	10.1	63.8	10.1	15.9	46.4	61.8
	2010	53	100	18.4	55.1	14.3	12.2	36.7	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	72	98.6	27.5	42	18.8	11.6	39.1	62.7
	2010	53	100	18.4	53.1	20.4	8.2	44.9	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate, grades K-8	95.4%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.